



Implementing a K-3 Multi-Tiered System of Supports (MTSS)

*Special Populations Conference
Kellogg Conference Center
September 25th, 2015*

Agenda

- Introductions/Poll Audience
- 31a
- MTSS Overview
- Self Assessment of 11 Elements
- Posters of Evidence
- MTSS Resources



31a Language

(3) For a district or public school academy that operates grades K to 3, or the education achievement system, to be eligible to receive funding under this section, other than funding under subsection (7) or (8), the district or public school academy, or the education achievement system, must implement, for at least grades K to 3, a multi-tiered system of supports that is an evidence-based model that uses data-driven problem solving to integrate academic and behavioral instruction and that uses intervention delivered to all pupils in varying intensities based on pupil needs. This multi-tiered system of supports must provide at least all of the following essential elements:

- (a) Implements effective instruction for all learners.
- (b) Intervenes early.
- (c) Provides a multi-tiered model of instruction and intervention that provides the following:
 - (i) A core curriculum and classroom interventions available to all pupils that meet the needs of most pupils.
 - (ii) Targeted group interventions.
 - (iii) Intense individual interventions.
- (d) Monitors pupil progress to inform instruction.
- (e) Uses data to make instructional decisions.
- (f) Uses assessments including universal screening, diagnostics, and progress monitoring.
- (g) Engages families and the community.
- (h) Implements evidence-based, scientifically validated, instruction and intervention.
- (i) Implements instruction and intervention practices with fidelity.
- (j) Uses a collaborative problem-solving model.



Multi-Tiered System of Support

- MTSS is an integrated, multi-tiered system of instruction, assessment and intervention designed to meet the achievement and behavioral health needs of **ALL STUDENTS**.
- MTSS is meant to be embedded into the school improvement process to provide a framework for meeting the needs of **ALL STUDENTS**.



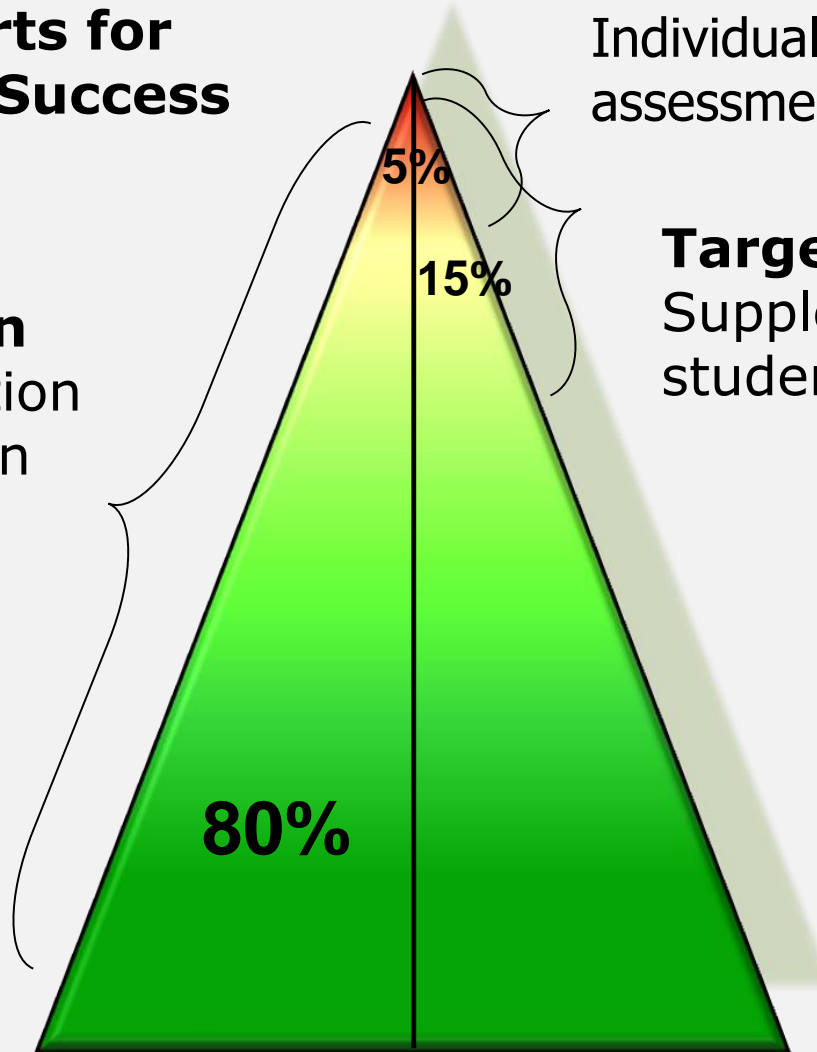
Use a few minutes to discuss your understanding of Rtl and MTSS. How are the terms currently being used by your organization?



School-Wide System of Supports for Student Success

Universal Intervention

Core Instruction
Differentiation
All students
Preventive



Intensive Intervention

Individualized, functional
assessment, highly specific

Targeted Intervention

Supplemental, some
students, reduce risk



Updated MTSS Graphic



MTSS

**Not Regular
Education**

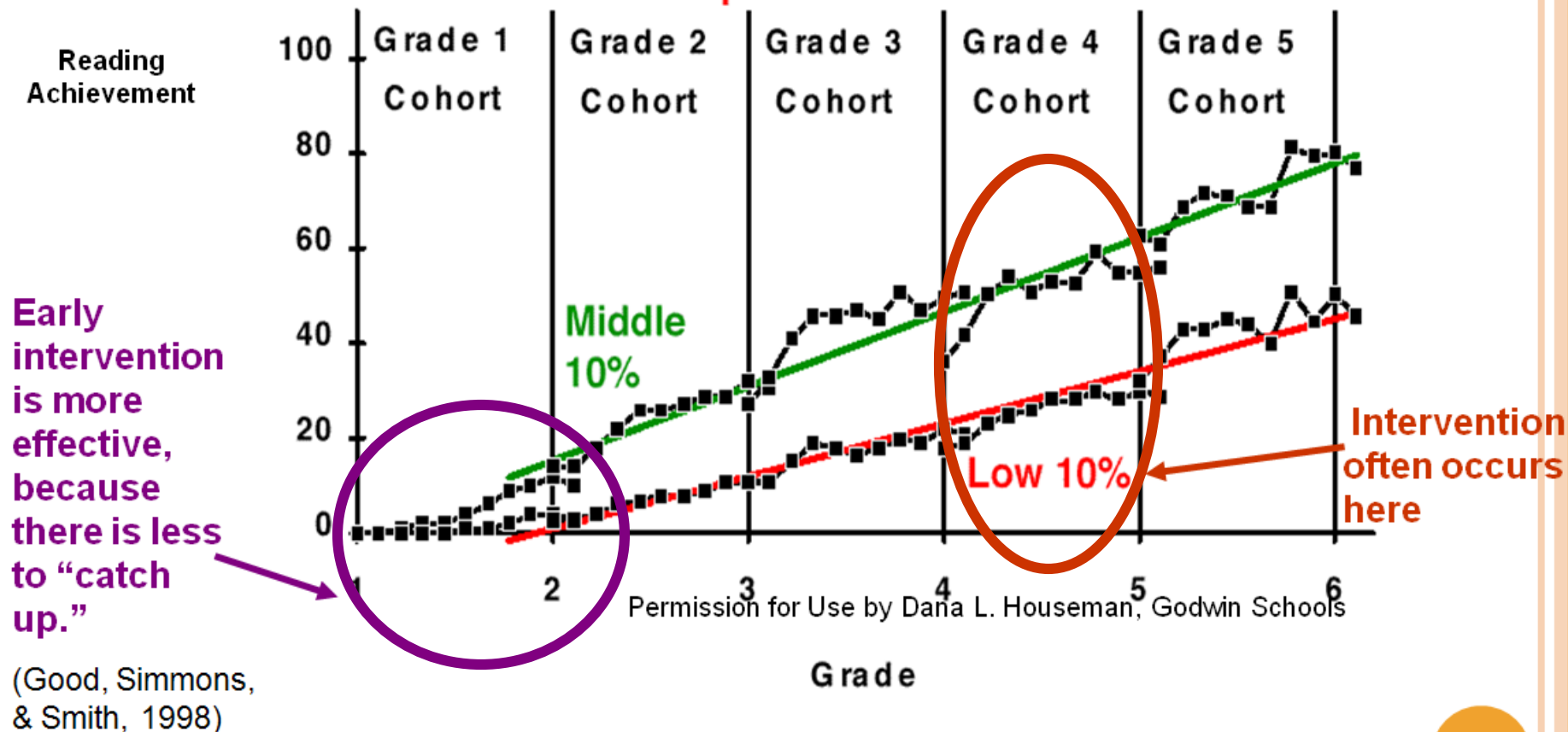
**Not Special
Education**

Education

EARLY INTERVENTION IS CRITICAL

Reading trajectories are remarkably stable.

Students on low reading trajectory fall farther and farther behind in spite of interventions.



Past practice has been to intervene too late – when the gap is wider.



Essential Elements

1. Implement effective instruction for all children
2. Intervene Early
3. Provide multi-tiered model of instruction and intervention
4. Utilize a collaborative problem solving model
5. Assure Research based core curriculum



Essential Elements

6. Implement research-based, valid interventions and instruction
7. Monitor progress to inform instruction
8. Use data to make instructional decisions
9. Use assessments for screening, diagnostics, and progress monitoring
10. Implement with fidelity
11. Engage parents and community
(& STUDENTS!)



MTSS Cluster Areas

1. Instruction and Interventions
(Tiers I, II, & III)
2. Problem Solving
3. Implementation of Evidence-based Practices
4. Data and Assessment
5. Stakeholder Engagement

Let's Self Assess

Element	Score					Cluster Total
1. Implement effective instruction for all learners – A unified system of comprehensive service delivery requiring significant general and special education system change that meets the needs of all learners.	1	2	3	4	5	____/15
2. Intervene early – All learners are screened through assessments several times per year, identifying learners who are not making expected progress. These learners are provided with targeted interventions and monitored for progress on an ongoing basis.	1	2	3	4	5	
3. Provide a multi-tiered model of instruction and intervention – Levels of intervention will be used to meet the learning needs of all learners. Based on their performance, learners move fluidly between Levels.	1	2	3	4	5	
4. Utilize a collaborative problem solving model – A structured, systematic problem solving model based in general education to identify student learning needs, analysis of learning problems, and use of the analysis to guide instructional decisions.	1	2	3	4	5	____/5
5. Assure a research-based Core Curriculum (aligned with Michigan's state standards) – The curriculum is aligned with the Michigan standards to ensure that learners are exposed to curriculum that has demonstrated effectiveness in meeting the learning needs of at least 80% of the student population.	1	2	3	4	5	____/15 Include #10 below



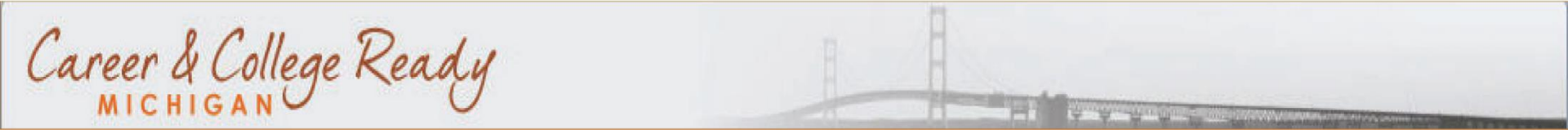
What's the Evidence?

- Use the chart paper and markers
- For the larger cluster areas, write out some examples of evidence of implementation
- You can use the Essential Elements and Explicit Practices tables to ask yourself some key questions as guidance



“A poorly implemented program can lead to failure as easily as a poorly designed one.”

- Mihalic, Irwin, Fagan, Ballard & Elliott, 2004



Tools & Resources



Tools for Guidance

- [Michigan.gov/mtss](http://michigan.gov/mtss)
- MDE Guidance Document
 - MDE RtI-MTSS Vision, Definition and Essential Elements
 - RtI-MTSS Inquiry Process
 - RtI-MTSS Essential Elements and Explicit Practices Chart (Classroom, Building, District, ISD, State)
- School Improvement Framework Document
http://www.michigan.gov/documents/SIF_4-01-05_130701_7.pdf

2013

Allegan

Bay/Arenac

Berrien

COP

Clare/Gladwin

Copper Country

Eastern UP

Genesee

Gratiot/Isabella

Jackson

Kent

Macomb

Marquette/Alger

Monroe

Montcalm

Muskegon

Saginaw

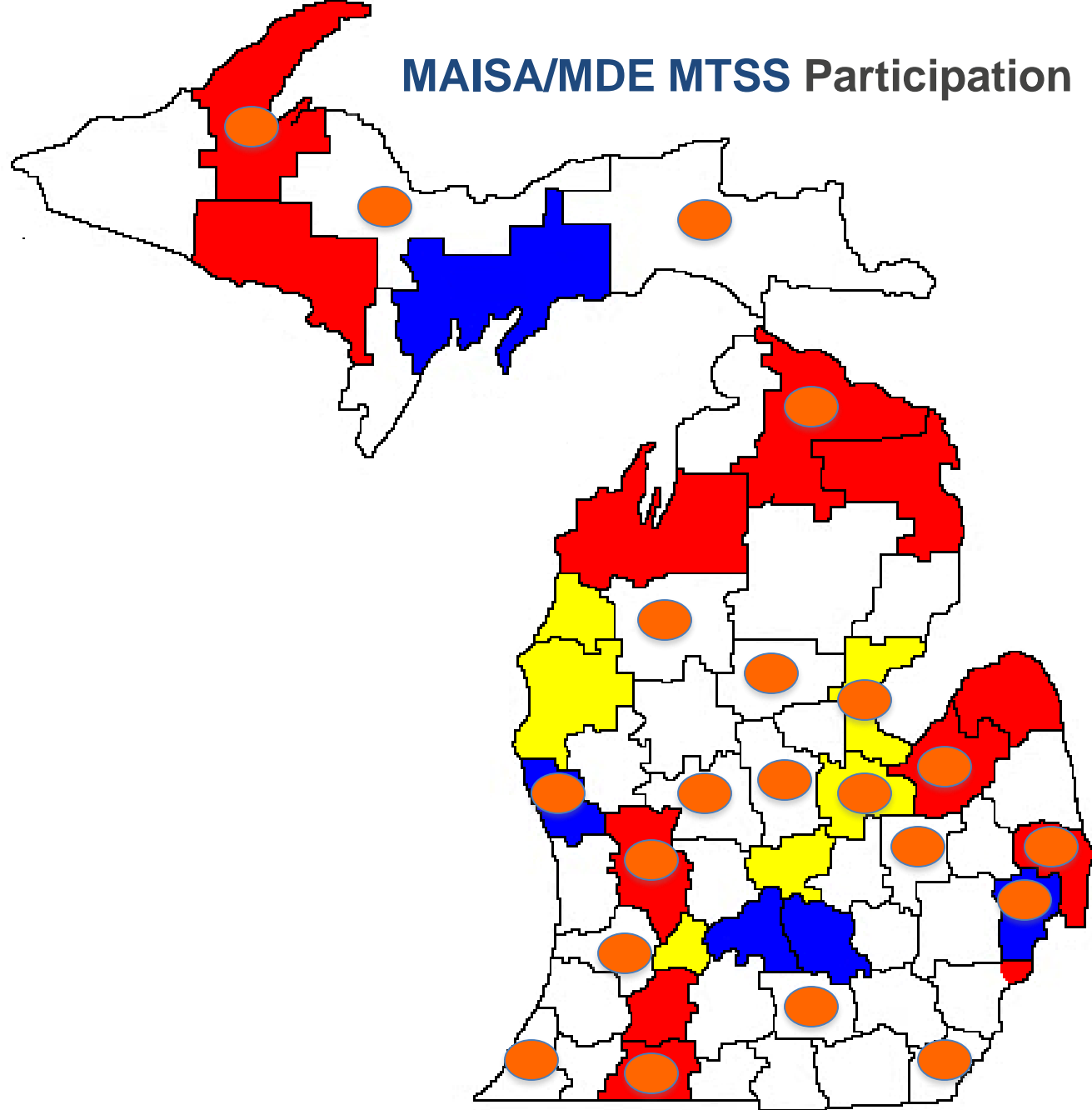
St. Clair

St. Joseph

Tuscola

Wexford/Missaukee

MAISA/MDE MTSS Participation



Questions



Additional Questions and Comments can be directed to:

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